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Education 702.2

Wiki 4(annotated bibliography 10 sources)

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Annotaded Bibliography

Black, J. (1993, October 1). *The effects of auditory and visual stimuli on tenth graders' descriptive writing*. (ERIC Document Reproduction Service No. ED364887) Retrieved September 29, 2009, from ERIC database

This study set out to see if children who are stimulated visually, or by hearing music would write more descriptively in their English class. For this investigation a group of 10th grade students were administered visual and or auditory stimuli, and another group who did not. The students wrote essays and their scores showed that auditory stimuli together with visual stimuli were effective in improving student’s descriptive writing. However the study determined that there was no significant difference in descriptive writing when using on stimuli without the other.

Box, J. (2002). Guided Writing in the Early Childhood Classroom. *Reading Improvement*, *39*(3), 111-13. Retrieved October 14, 2009, from Education Full Text database.

The article describes the primary component of guided writing is the teacher modeling the thinking process. It also describes what goes on in the class at this time, students work on their own products and teacher guides with prompting and questioning,

Gardner, H. (1998). A Multiplicity of Intelligences. *Scientific American Presents*, 18-23. Retrieved October 8,2009 Academic Search Complete database.

In this article Gardner describes what the multiple intelligences. He also responds to criticism skeptism of MI from other theorists and psychologists. He gives instructions that MI theory should be used as added to support to instruction once teachers set their goals/

Donohoe, R., & McNeely, T. (1999, May 1). *The effect of student music choice on writing productivity.* (ERIC Document Reproduction Service No. ED448472) Retrieved September 17, 2009, from ERIC database.

This study investigates the influence of student’s music choice on student writing productivity. In this study there were two fourth grade classes two different counties of Virginia totaling 32 students. The researcher wanted to see if the number of words written would increase with the exposure of their music choice. Students writing productivity or the lack of it are something that is an issue for many teachers across the US. The researcher question of how we get students motivated to write, is one that many teachers have.

Eady, I., & Wilson, J. (2004). *The influence of music on core learning.* *Education*, *125*(2), 243-248. Retrieved October 8,2009 Academic Search Complete database.

This article reviews various studies and connect them by their evidence that music has positive influences on students learning. Itasserts that music brings out creativity in children therefore children are more motivated to achieve.It descr4ibes music as raising students self esteem contribute to students learning in core subjects.

Kariuki, P., & Honeycutt, C. (1998, November 1). *An investigation of the effects of Music on two emotionally disturbed students' writing motivations and writing skills.* (ERIC Document Reproduction Service No. ED427491) Retrieved September 29, 2009, from ERIC database

This study explored if music could be used as a motivational tool for writing with emotionally disturbed students. The study wanted to find out if the students would gain a positive attitude toward writing, would they produce a more writing output, and improve overall writing skills. For this investigation two male fourth graders were used. The results of the research demonstrated that basic writing skills were improved when both students were exposed to music. The research showed that the writing quantity of both students increased. This research however does not offer a control group and focuses only on these two students.

Patterson, E., Schaller, M.,& Clemens, J. (2008). A Closer Look at Interactive

Writing. *Reading Teacher*, *61*(6), 496-497. Retrieved October 11, 2009 from Academic Search Complete database.

This article details what interactive writing consists of and how interactive writing is used in the classroom. The article describes it as teachers and students working together to write a text. Students and teachers make corrections using white tape. The motto of interactive writing is “share the pen”

(2009). Piaget, Jean. *Columbia Electronic Encyclopedia, 6th Edition*, 1.

This excerpt from Columbia Electronic Encylopedia tells who Piaget was, (a psychologist) and his contribution of the four cognitive development stages to the field of developmental psychology.

Retrieved October 11, 2009 from Academic Search Complete database.

Piro, J. (2009). *Music training and literacy development*. *Literacy Today*, (59), 32-34. Retrieved September 17, 2009, from Academic Search Complete database.

This article explores the research that was done to answer the question if music can improve children’s literacy. The study addressed the role of music training in children and literacy. The literacy was broken down into two parts vocabulary and sequencing. The research was set out to prove that pairing music with literacy can lead to transferring the skills of one to the other and this lead to improving literacy in children. In the research there were 103 children was enlisted to receive music lessons twice a week for 45 minutes, a second set of students acted as a control group and had no exposure to music lessons (keyboard instructions), but were given the same literacy tests as the music group. The outcome was that both groups performed equally.

Prescott, J. (2005). *Music in the classroom*. *Instructor*, *114*(5), 29-76. Retrieved October 8,2009 from Academic Search Complete database.

This article describes how music makes subjects come alive. It is fun and engaging and can help

Matha chievement, teach a new language, and promotes wonder. The article implies that if music

is linked to subject in a appropriate way it can support students understandings of subjects.

Southgate, D., & Roscigno, V. (2009). The Impact of Music on Childhood and Adolescent Achievement. *Social Science Quarterly (Blackwell Publishing Limited)*, *90*(1), 4-21. Retrieved October 11, 2009 from Academic Search Complete database.

This study investigates the connection between music involvement and academic achievement. It

describes music involvement varying by class, and gender status. It concludes that while music is

associated with academic achievement, gains are not distributed equally.